Texas Education Agency
Standard Application System (SAS)

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name KIPP Austin Public Schools, Inc.	Vendor ID #	Mailing address line 1 8509 FM 969, Building 513

Mailing address line 2	City Austin	State TX	ZIP Code 78724-

County-District # 227820	Campus number and name	ESC Region # 13	US Congressional District # 25	DUNS # 837519656

Primary Contact

First name Emily	M.I.	Last name Schneider Krys	Title Senior Director of Talent
Telephone # 512.501.3643 Ext. 230		Email address ESchneider@kippaustin.org	FAX # 512.672.6228

Secondary Contact

First name Heather	M.I.	Last name Guerrero	Title Senior Director of Advancement
Telephone # 512. 501.3643 Ext. 232		Email address HGuerrero@kippaustin.org	FAX # 512.672.6228

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Steven	M.I. J.	Last name Epstein	Title Executive Director
Telephone # 512.680.2425		Email address sepstein@kippaustin.org	FAX # 512.672.6228
Signature (blue ink preferred)			Date signed 1/23/14

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)			
County-district number or vendor ID: 227820		Amendment # (for amendments only):	

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227820	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 227820	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 227820	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response Is limited to space provided, front side only, font size no smaller than 10 point Arial.

KIPP Austin Public Schools is a high performing, open-enrollment district of nine charter schools that serves more than 3,000 students, grades K-12, in East and South Austin. The vast majority of students served are economically disadvantaged (91 percent) and Hispanic (97 percent).

At KIPP Austin Public Schools (KAPS), we believe teachers are the key lever in closing the achievement gap. One year with a highly effective teacher has a lifelong impact. Studies have consistently shown that students with even one top teacher are more likely to attend college, earn a higher salary, and save for retirement. As we strive to achieve our mission of closing the achievement gap, and considering the large impact just one top teacher has, we ask ourselves how huge an impact an entire school full of highly effective teachers would have on students. Now, imagine the impact of having a highly effective teacher in every classroom in every Texas public school.

Unfortunately, our district currently faces incredible challenges on our path to ensure there is a top teacher in every K-12 classroom. Our model, which provides for more time in the classroom, is a key opportunity for our traditionally underserved students to catch up to their peers in more affluent communities. Yet with a longer school day and a longer school year, as well as the incredibly high expectations we hold for our teachers and the myriad roles we need them to cover (our teachers serve as interventionists, librarians, lunch monitors, etc.), our level of teacher burnout and attrition is high. In the 2012-2013 school year, KIPP Austin's teacher retention was only 69% – meaning that almost one third of our teachers left our ranks. Last year, 16% of teachers identified as "irreplaceable", meaning they were getting some of our strongest results for our students, left the classroom.

Additionally, our teachers need development to become masters of their profession. Yet, at this point, they are not receiving the level of cohesive, evaluation-aligned coaching that would take them from good (or even struggling) to great. At KIPP, our goal is to recruit teachers who are hungry to create social change, and then enable them to both improve their teaching impact faster and stay in the profession longer. Yet, without the Implementation of district-wide professional development and retention initiatives, we cannot achieve that goal.

The TEA Education Excellence Innovation Program is intended to systematically transform educator quality and effectiveness, and offers KIPP Austin a unique opportunity to do just that. While our struggles with teacher retention and new teacher development and support are real, KIPP has a strong track record of entrepreneurial efforts that have led to positive results for traditionally underserved students. With the opportunity to develop our own Educator Excellence Plan, we believe we can not only improve current student achievement, but also develop new models of teacher support and development that would foster effective teaching and improved student performance across Texas.

Our Educator Excellence Plan is built on three core strategies:
- Provide intensive induction and support for new (in their first and second year) teachers;
- Deliver high-quality coaching and professional development that targets each teacher's needs based on multiple measures of teacher effectiveness;
- Structure strategic compensation, recognition, and rewards to sustain and support teachers as they grow and master their profession.

We believe if we develop and implement these three core strategies, our students will achieve incredible results and we will both honor and advance the teaching profession.

Our teachers and school leaders are ready to take this leap with us. As an organization, we have identified teacher retention and development as a core priority, and school leaders are rallying their teams around our vision to create a stronger Team and Family. The entire KIPP Austin team is eager for us to take big steps toward the type of robust teacher development that the Educator Excellence Innovation Fund would allow.

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2014-2016 Educator Excellence Innovation Program

Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 227820	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Over the course of our 11-year history, KIPP Austin has built a proven record of success in fostering the academic growth of students. At this juncture, KIPP Austin is uniquely positioned to transform educator quality and effectiveness through improved and innovative district-level recruitment, preparation, hiring, induction, evaluation, professional development, strategic compensation, career pathways, and retention. Our Educator Excellence Innovation Program outlines a bold course of action that will accelerate student achievement and deepen student learning. We know that fundamental change in a district takes intense, coordinated effort on many fronts. Together, the pieces of our plan comprise a sustainable, comprehensive teacher support system.

Without the funds, it will take many years before our financial model can sustain critical elements of our plan. That is years of our more than 300 teachers receiving less than what we believe they need in order to grow. Without the funds, we will not be able to contract with best-in-class advisors to build out our career pathways for teachers. That means more than 300 experienced teachers who will consider leaving the profession because they do not have a clear path for advancement. And, most importantly, without the funds, there are more than 3,000 students who are waiting for us to do more – waiting for when every teacher's classroom they enter is a place of sustained, rigorous learning, where every classroom prepares them to thrive in and graduate from college. With the Educator Excellence Innovation Fund, KIPP Austin can do more not only for our kids, but for all kids in Texas.

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Texas Education Agency
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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227820 | Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016 | Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$409905	$0	$409905	$603970	$0	$603970
Schedule #8	Professional and Contracted Services (6200)	6200	$533260	$0	$533260	$339195	$0	$339195
Schedule #9	Supplies and Materials (6300)	6300	$0	$0	$0	$0	$0	$0
Schedule #10	Other Operating Costs (6400)	6400	$22500	$0	$22500	$22500	$0	$22500
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0	$0	$0	$0	$0	$0
	Total direct costs:		$965665	$0	$965665	$965665	$0	$965665
	Percentage% indirect costs (see note):		N/A	$0	$0	N/A	$0	$0
	Grand total of budgeted costs (add all entries in each column):		$965665	$0	$965665	$965665	$0	$965665

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$	$
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$	$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

Texas Education Agency
Standard Application System (SAS)

	Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 227820			Amendment # (for amendments only):		
	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher			$	$
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director (Teacher Development Director)	1	0	$21250	$85000
5	Project coordinator (Teacher Development Manager)	1	0	$13750	$55000
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist (Teacher Effectiveness Data Analyst)	1	0	$13750	$55000
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	Recruitment Specialists	2	0	$105000	$90000
16	Talent Development Manager	1	0	$47,000	$18800
17		1	0	$	$
18		Subtotal employee costs:			$200750	$303800
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay			$	$
20	6119	Professional staff extra-duty pay			$183000	$240000
21	6121	Support staff extra-duty pay			$	$
22	6140	Employee benefits			$26155	$60170
23	61XX	Tuition remission (IHEs only)			$	$
24		Subtotal substitute, extra-duty, benefits costs			$209155	$300170
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$409905	$603970

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 227820	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$0	$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$0	$0
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0	$0

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		☐	$	$
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$0	$0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

Specify topic/purpose/service: New Teacher Development and teacher retention   ☐ Yes, this is a subgrant

Describe topic/purpose/service: Design and implementation of design and mentoring program, certification program, and insight index.

Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
Contractor's payroll costs	# of positions: 3.5	$200144	$99934
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials		$5526	$5526
Contractor's other operating costs		$53607	$33477
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$259277	$138937

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	Schedule #8—Professional and Contracted Services (6200) (cont.)			
	County-District Number or Vendor ID: 227820		Amendment number (for amendments only):	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

			Year 1	Year 2
2	Specify topic/purpose/service: Platform for teacher effectiveness and student achievement data	☐ Yes, this is a subgrant		
	Describe topic/purpose/service: Conduct a needs assessment and design a common platform for teacher evaluation and related student achievement data			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions: 2	$75000	$75000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$75000	$75000
3	Specify topic/purpose/service: Design and launch teacher career pathway	☐ Yes, this is a subgrant		
	Describe topic/purpose/service: Create a pathway for teachers that includes strategic compensation and development opportunities			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions: 1	$69800	$57420
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$7200	$7200
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$77000	$64620
4	Specify topic/purpose/service: Design of professional development framework	☐ Yes, this is a subgrant		
	Describe topic/purpose/service: Improve professional development and training for teachers and instructional coaches			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions: 1	$117183	$55838
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$3000	$3000
	Contractor's other operating costs		$1800	$1800
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$121983	$60638
5	Specify topic/purpose/service:	☐ Yes, this is a subgrant		
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 227820		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
6	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
7	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
8	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$533260	$339195
a.	Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		$0	$0
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$0	$0
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$533260	$339195
d.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$0	$0
	(Sum of lines a, b, c, and d) Grand total		$533260	$339195

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 227820	Amendment number (for amendments only):

Expense Item Description

		Technology Hardware—Not Capitalized					
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1				$		
	2				$		
	3				$	$	$
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$	$
	Grand total:					$0	$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 227820		Amendment number (for amendments only):	
Expense Item Description		**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees)	$22500	$22500
	Specify purpose: Content retreats for teacher development		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
	Subtotal other operating costs requiring specific approval:	$22500	$22500
	Remaining 6400—Other operating costs that do not require specific approval:	$	$
	Grand total:	**$22500**	**$22500**

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	Schedule #11—Capital Outlay (6600/15XX)				
County-District Number or Vendor ID: 227820			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$0	$0
			Grand total:	**$0**	$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 227820	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	172	5.55%	Attendance rate	97%
Hispanic	2834	91.45%	Annual dropout rate (Gr 9-12)	.5%
White	57	1.84%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	93%
Asian	9	.29%	TAKS commended 2011 performance, all tests (sum of all grades tested)	30%
Economically disadvantaged	2822	91.06%	Students taking the ACT and/or SAT	100%
Limited English proficient (LEP)	1556	50.21%	Average SAT score (number value, not a percentage)	NA
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	19.4

Comments

In 2011, KIPP Austin Public Schools served students in grades 5-11. 93% represents students who met standard in the 2011 TAKS in reading and mathematics. Specific results for all grades by subject are:
- Reading/ELA: 93% met standard; 30% commended
- Mathematics: 94% met standard; 31% commended
- Writing: 99% met standard; 42% commended
- Science: 88% met standard; 33% commended
- Social Studies: 99% met standard; 53% commended

The average ACT score listed in schedule 12 (above) is based on the scores of students who took the ACT in 2013.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	5	3 %	No degree	0	0%
Hispanic	66	35 %	Bachelor's degree	126	66%
White	114	60 %	Master's degree	61	32%
Asian	4	2 %	Doctorate	2	1%
1-5 years exp.	151	80 %	Avg. salary, 1-5 years exp.	47,496	N/A
6-10 years exp.	29	15 %	Avg. salary, 6-10 years exp.	47,582	N/A
11-20 years exp.	8	4%	Avg. salary, 11-20 years exp.	51,655	N/A
Over 20 years exp.	0	0%	Avg. salary, over 20 years exp.	NA	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 227820 | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	0	508	484	235	112	0	463	447	192	178	199	114	94	73	3099
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school		29	26	13	9	0	21	22	11	11	14	13	10	10	189
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 227820	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment Process

The need for a comprehensive plan to support teacher effectiveness and retention was raised as part of a broader KIPP Austin needs assessment process conducted as part of our strategic planning process in August 2013 and built on themes that also arose in our previous years' Comprehensive Needs Assessments, Campus Improvement Plans, and District Improvement Plans. These processes for identifying and prioritizing needs included the following steps:

1. *Examine data to identify gaps*
   KIPP Austin's school leaders, teachers, and central office teams analyze student achievement data, staff satisfaction and retention data, and operational metrics data constantly throughout the year. In our needs assessment process, we started with a comprehensive review of that data and our progress towards key organizational goals. We also conducted a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis with various stakeholders, including KIPP Austin staff, teachers, school principals, central office directors, alumni, and students' families. Our data review and SWOT analysis indicated gaps in our students' literacy rates and college readiness as well as a significant gap in teacher retention and growth.

2. *Seek stakeholder input*
   Each year, through quarterly satisfaction surveys and during breakout groups at our biannual all-staff meetings, we ask teachers, school administrators, and central office staff what tools, resources, and training would help support teachers and school leaders and increase the productivity of time spent designing and delivering instruction to meet the individual needs of their students and help KIPP Austin achieve our mission. This year, we also presented the findings from our comprehensive data review and SWOT analysis and asked for stakeholders to respond. Stakeholder input coalesced into four themes: better training and support for teachers at all stages of their career, as well as for the instructional coaches charged with teacher development; more accessible data for teachers; a clearer definition of a "college-ready" student; and stronger engagement of families.

3. *Identify root causes of gaps*
   After identifying the gaps in our performance and translating those into strategic themes, the leadership team went through a "5 Whys" root cause analysis stage, during which they identified the underlying causes of the identified weaknesses. We also looked outside of our region to schools getting strong results in our areas of growth to learn how they had addressed and solved for the challenges we are facing. During this process, the analysis of our talent development strategic theme revealed the lack of aligned, coherent frameworks supporting teachers' development throughout their career, as well as a lack of capacity in terms of time and resources to create and implement those much-needed supports for teachers.

4. *Set core priorities to address with stakeholders*
   We then determined the core strategies to best address our talent development strategic theme and sought feedback on proposed plans from our leadership team, which includes all nine of our school principals, and The New Teacher Project, a recognized leader in the field of human capital in education.

How Needs are Prioritized

KIPP Austin uses a number of factors to prioritize needs that arise throughout our regular data review and needs-assessment process:

1. Alignment of the need with our mission and vision
2. Learnings from literature and like-organizations indicate the need is correlated to increased student achievement
3. Effect on our community if this need is not met

In the case of our talent development and retention need, our community fully believes that this work is a priority given the alignment of highly-effective teachers with student outcomes.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 227820	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	KIPP Austin's most impactful teachers do not have a clearly defined pathway to grow in their career while remaining in the classroom. We must address this need in order to retain our best teachers.	The Educator Excellence Innovation Fund grant would allow KAPS to: • Design a Teacher Career Pathways program that would serve to recognize, reward, and retain our most impactful teachers; • Collaborate with proven leaders in research based teacher career pathway programs to develop our program.
2.	Our disconnected and cumbersome data systems prevent our team from accessing teacher and student performance data to set development goals and align support and evaluation plans. In addition, we cannot effectively identify our highest performing teachers. Thus we cannot focus our retention and best-practice sharing efforts, nor hone our selection practices to identify high-potential teachers earlier on.	The Educator Excellence Innovation Fund grant would allow KAPS to: • Design a comprehensive teacher impact data system; • Hire a Teacher Effectiveness Data Analyst. Access to quality, usable and timely data, and meaningful reports will allow KIPP Austin teachers, teacher-leaders, and recruitment staff to identify areas of strength and areas of need to ensure: • Better coaching and development; • More strategic retention initiatives; • More quantitative hiring decisions.
3.	New teachers require a significant level of additional training and support in order to survive and thrive in their first 1-2 years in the classroom. With more new teachers joining our ranks each year, we need a differentiated induction and support program to ensure a strong start and a lasting career.	The Educator Excellence Innovation Fund grant would allow KAPS to: • Partner with The New Teacher Project (TNTP) to draw upon their 15 years of experience developing solutions for teachers and schools in over 200 districts; • Develop an induction and development plan that is differentiated for new teachers; • Develop a one-year certification program for new teachers; • Create a mentor/new teacher match program, all in partnership; • Add a Director of Teacher Development and a Manager of Teacher Development to ensure that support for new teachers and all teachers is cohesive.
4	KIPP Austin needs targeted development frameworks. Our instructional coaches need training and support to ensure all teachers receive high-quality coaching throughout their career. Our teachers need targeted professional development based on areas of growth as well as specialized opportunities to develop in areas of interest.	The Educator Excellence Innovation Fund grant would allow KAPS to: • Ensure all teachers have an effective instructional coach who guides their development; • Provide teachers access to school-based, personalized development targeted to the skills they need to improve.
5.	Lack of capacity on our recruitment team is holding us back from selecting a diverse candidate pool and from building a pipeline of teachers for our growing network. As well, as a result of limited central capacity, we aren't able to identify early on in the process the candidates who have the most potential for success.	The Educator Excellence Innovation Fund grant would allow KAPS to: • Add 2 Recruitment Specialists to the Talent Team to better identify and assess candidates; • Ensure that KAPS recruitment and selection processes, as well as our Talent/HR team, are effectively utilizing best-in-class structures and practices; • Conduct initial phone interviews to obtain a more robust understanding of candidates prior to principals review.

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Schedule #14—Management Plan	
County-district number or vendor ID: 227820	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Senior Director of Talent	Current KIPP Austin Employee - **Qualifications & Experience**: Teacher development, training, and support; HR; project management and organizational leadership. **Certifications**: N/A
2.	Talent Development Manager	Current KIPP Austin Employee - **Qualifications & Experience**: communications; teacher recruitment and selection; project management. **Certifications**: N/A
3.	Hendy Avenue Consulting (TBD)	**Qualifications & Experience**: proven success designing and implementing a Teacher Career Pathway program in a charter school setting; teacher development. **Certifications**: N/A
4.	The New Teacher Project	**Qualifications & Experience**: proven success designing and implementing programs for new teachers (induction and certification); teacher development, training and support expertise **Certifications**: state-approved Alternative Certification Program
5.	Director of Teacher Development (TBD)	**Qualifications & Experience**: teacher development; experience as a highly effective instructional leader; management. **Certifications**: Texas teaching certification preferred

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin	End
1.	Design and launch a Teacher Career Pathway program.	1.	Pilot design elements of Teacher Career Pathways (TCP)	06/01/2014	06/01/2015
		2.	Design and roll out full TCP program	04/01/2015	08/31/2015
		3.	Place teachers on TCP tiers and provide strategic compensation based on student outcomes	06/01/2015	08/31/2016
		4.	Hire Director of Teacher Development (FTE) to oversee all KAPS teacher effectiveness programs	01/31/2015	05/31/2015
2.	Build a data system for teacher effectiveness data	1.	Select a contractor with a proven record of success in the educational technology field	04/01/2014	07/01/2014
		2.	Complete a needs-assessment process to determine the criteria of the data system	08/01/2014	03/01/2015
		3.	Complete the overall design of the comprehensive data system	03/01/2015	08/31/2016
		4.	Hire Teacher Effectiveness Data Analyst (FTE)	04/01/2015	09/01/2015
3.	Revise and improve teacher induction and mentoring	1.	Pilot specific elements of larger revised induction and mentoring program for a cohort of new teachers	07/01/2014	06/15/2015
		2.	Expand revised induction and mentoring program to all new teachers	07/01/2015	06/15/2016
		3.	Launch KIPP Austin Teacher Certification Program/TNTP Academy	07/15/2015	08/31/2016
		4.	Certification of first cohort of KIPP Austin teachers	07/15/2015	08/31/2016
4.	Increase the effectiveness of 1:1 instructional coaching and overall PD	1.	Implement a year-long training program for instructional coaches	04/15/14	06/30/2015
		2.	Create and implement a structure for training new and existing instructional coaches	04/01/2015	06/01/2015
		3.	Conduct a gap analysis for teacher professional development needs	04/01/2014	02/01/2015
		4.	Implement a revised year-long PD plan	07/15/2015	08/31/2016
		5.	Hire Manager of Talent Development (FTE)	04/15/2015	08/31/2015
5.	Increase recruitment capacity to increase teacher quality.	1.	Revise teacher sourcing and recruitment strategies	05/01/2014	09/01/2014
		2.	Hire 2 Recruitment Specialists (FTEs)	04/01/2014	08/01/2014
		3.	Attain 10% of hiring needs at the Early Deadline	09/01/2014	03/15/2015
		4.	Formalize relationships with 15 additional teacher pipelines	09/01/2014	08/31/2016
		5.	Use teacher evaluation data to identify the profile of long-term successful teachers	07/31/2015	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 227820	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Goals and Objectives

Every year, the Leadership Team at KIPP Austin, which includes all school principals and all central office directors, as well as the Superintendent and COO, works with all stakeholders to set between three to five annual priorities. This year, our annual priorities are:1) transformative growth in literacy, 2) increased college readiness, and 3) a strong staff culture.

Each priority includes one to four metrics that can be evaluated throughout the year. We evaluate progress towards these goals throughout the year. An individual or small group of Leadership Team members is responsible for each priority and takes the lead on drafting a work plan, which includes specific actions and benchmarks. Once complete, the work plans are reviewed and approved by the full Leadership Team. Leaders for each priority also complete contingency plans during the planning process in case the benchmarks are not met or a key element of the work plan requires adjustment over the course of the year. This way, when changes are needed, the team is ready to course-correct and implement the contingency plan relatively quickly.

Adjustments and Changes

As an organization we use a series of dashboards that are updated on a monthly basis to track and report progress toward each priority. The Leadership Team meets each month and its members provide feedback on each work plan and plan any adjustments to ongoing work. Changes to priorities and goals are communicated to appropriate stakeholders:
- School principals and central office directors lead communication to members of their teams (KIPP Austin staff)
- KIPP Austin's Superintendent leads communication with our board of directors
- School principals communicate changes to students and families
- Large-scale changes are also communicated to the entire KIPP Austin community through 'All KAPS' meetings, which are two half-day meetings for all leadership, instructional and district staff.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe any ongoing, existing efforts that are similar or related to the planned project.

This year, we are focused on our annual priority of building a strong staff culture and many of the initiatives of that priority are similar, though small steps toward a comprehensive educator excellence plan. For example, this year we revised our observation and evaluation rubric for instruction, rolled out "continuous learning plans" for all employees, and provided a stronger set of tools and resources to managers. Additionally, all school principals have created a Campus Adult Culture Plan based on strategies identified at schools within the KIPP Austin network that have the highest rates of teacher retention. These efforts are incorporated into or complementary of our educator excellence plan.

How will you ensure that all project participants remain committed to the project's success?

KIPP Austin is in the process of developing a strategic plan for the next six years; teacher effectiveness and retention are major priorities in the plan. If KIPP Austin is awarded the Educator Excellence Innovation Fund grant, our local educator excellence program will be integrated into KIPP Austin's 2020 Strategic Plan, an initiative that has already been approved by our Board of Directors, which will ensure alignment between existing efforts and will cement an ongoing commitment on the behalf of KIPP Austin to the program's goals even beyond the span of the grant period.

How will you coordinate efforts to maximize effectiveness of grant funds?

As part of the KAPS 2020 Strategic Plan, leadership staff, including the Head of Schools, the Director of Curriculum and Assessment, the Director of Data and Compliance, school principals and the Senior Director of Talent, will report quarterly to the KAPS community, Leadership Team, and Board of Directors for the next six years on the progress of the educator excellence program ensuring a coordinated, cross-organizational approach to the work to be done. Additionally, by building in continuous assessment of program impact, we will be able to plan for the financial sustainability of these initiatives significantly in advance.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227820	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1	Evaluate the achievement of our students.	1.	% of students who are "college ready" (top quartile of MAP)
		3.	% of KIPP Austin alumni (8th grade completers) persisting in college
		3.	% of students scoring at Level II and Level III on state assessments
		4.	% of students reading at or above grade level on STEP assessments
2	Evaluate the effectiveness of KAPS teacher recruitment practices.	1.	% of qualified teachers hired on time
		2.	Number of high-yield teacher pipeline partnerships developed
		3.	% of new teachers who are invited to return to KIPP for the next year
3	Evaluate the effectiveness of KAPS teachers.	1.	Avg. teacher effectiveness ratings based on KAPS Teacher Rubric
		2.	Avg. teacher effectiveness ratings based on student achievement goals
		3.	Increase in students' overall college readiness as measured by MAP
4	Evaluate the impact on retention of KAPS teachers.	1.	Change in retention results from 12-13 and 13-14 school year
		2.	Number of schools with high Insight Index scores
		3.	% of regrettable and non-regrettable teacher attrition
5	Evaluate the career development of KAPS teachers.	1.	% of new teachers who complete their certification within their first year
		2.	% of new teachers matched with a mentor teacher
		3.	% of teachers who agree they have access to data they need
6	Evaluate teacher engagement with development opportunities.	1.	Satisfaction of teachers on multiple engagement measures
		2.	# of differentiated PD opportunities provided to teachers each semester

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Collection	Identifying and Correcting Problems
Student Achievement: Evaluated using the NWEA's MAP test 3 times each year, the ACT, STAAR and STEP assessments, and the percent of students that completed 8th grade at KAPS enrolled in college.	Each metric will be reviewed as data is available by the Leadership Team. Contingency plans will be pre-set to enact if our benchmark results show that we are not on track to meet our goals.
Recruitment: Conducted in full 2 times per year –August and February. Data regarding teachers hired on time will be tracked using Salesforce. Data regarding teacher invitations to return will be tracked via Attrition Tracker.	Each metric will also be reviewed following each application deadline. Director of Recruitment will be responsible for identifying areas not on track and implementing new or revised recruitment strategies.
Teacher Effectiveness: Conducted in full 2 times per year at the close of each semester and includes observation data and student achievement goals and, eventually, student survey data. Tracked using current performance management system. Once our teacher effectiveness data platform is complete, data will be housed there.	Informal evaluations will be conducted each quarter for early identification of teachers or teacher-teams that are not on track. Each school principal will be responsible for implementing growth plans for teachers not on track to demonstrate instructional proficiency and student gains on a quarterly basis.
Teacher Retention: Conducted 1 time per year. Teacher retention data is tracked in Attrition Tracker. Additionally, Insight Index surveys will occur 2 times per year.	Retention data will be collected on an ongoing basis and reviewed quarterly throughout the year along with Insight Index data with school leaders.
Teacher Engagement: Conducted 2 times per year based on aggregate data from that semester's professional development offerings (collected via Exit Tickets) and individual teacher development plans.	School leaders will be required to submit year-long professional development plans each summer and the Talent Development Manager will work with school leaders to ensure easy, accessible satisfaction data collection and analysis.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227820	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Induction System
Research (in particular TNTP's latest report, *Leap* Year) shows that early teacher performance is a strong predictor of eventual success, and new teachers rarely overcome a weak start. That is why intensive support for new teachers is one of our core strategies for impacting educator effectiveness, educator retention, and student learning and achievement. A strong induction system provides a critical opportunity to set high standards for teaching performance and help teachers develop skills to accelerate teacher effectiveness from the beginning. As part of KIPP Austin's local educator excellence plan, we will take advantage of TNTP's extensive experience training new teachers to design an induction program that ensures beginning teachers are fully prepared to advance student learning in engaging and focused classrooms. The central aim of the induction program will be to focus new teachers and their coaches on the fundamental skills they need to be immediately successful in the classroom. We believe that building strength in the first year of teaching will not only impact teacher effectiveness and serve our goal of a high-impact teacher in every classroom, but also improve our teacher retention – multiple studies estimate teacher attrition after the first year of teaching at 10% and climbing to 25% within the next two years.

Specifically, we will develop and implement a new teacher induction course that includes:
- A multi-week induction program focused on a small set of essential teaching skills through targeted skill-building practice sessions, coaching support and ongoing evaluation of progress towards effectiveness;
- Training for KIPP staff (including experienced teachers as coaches) to implement high-quality new teacher induction sessions (Just as a high-quality teacher can significantly impact student learning, well-trained adult instructors can have a much more significant impact on adult learning).

Instructional Coaching Program
At the end of induction, new teachers will be matched with a mentor teacher or instructional coach who will work with the new teacher throughout the school year in order to move him or her to advanced levels in key skills we associate with great teaching. Our experience, confirmed by a growing body of academic research, has been that individual job-embedded instructional coaching is far more likely to improve teacher performance than any other method of professional development, particularly when it is aligned to school and district expectations for instructional excellence and the evaluation system, and is focused on specific, actionable feedback.

Drawing on best practices from the field, and TNTP's experience training more than 30,000 teachers, we will design a systematic, data-driven coaching model focused on improving the instructional practice of all teachers. The model will provide a framework for providing the nuanced feedback and authentic experiences teachers need to master a skill. Like our induction coaches, school-year mentors and coaches will regularly collect, share, and assess data to inform their mentoring plans and strategies, and professional development in year one. For their efforts to support our new teachers, mentor teachers will have the opportunity to earn a stipend each year of $1,000.

Specifically we will:
- Design and implement a job-embedded school-year coaching program that is aligned to school and district expectations for instructional excellence, and focused on specific, actionable feedback;
- Develop a process to select and train school-year coaches and mentors that will meet the mentor teacher requirements set forth by the Texas Education Agency;
- Create opportunities for professional collaboration; each coach or mentor's schedule will be designed to allow for a regular one-on-one meetings, classroom observations, and opportunities for new teachers to observe mentor teachers' "model" classrooms.

Both of these initiatives, a focused, data-driven induction program and a school-year coaching program are central to our belief that if we can provide intensive supports for new teachers we can achieve incredible results for kids while building up the teaching profession for our hard working teachers. Without the Educator Excellence Innovation Funds, KIPP Austin will not have the capacity to be able to learn from experts in new teacher development like TNTP to create a

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research-based induction program that works nor to provide the training and support for our teacher coaches and mentors they need to provide exceptional support to new teachers.

Certification
Few training programs are preparing new teachers with the practical skills they need to be effective in KAPS's dual-language elementary schools and KAPS's middle and high schools, which have over 80% of students who speak Spanish in the home and over 50% students designated as ELL. At KIPP Austin, we believe that in order to best support our students, we need teachers with the training to best support our population of students. Yet we also know that for many new teachers, the pursuit of that training and certification can be a hardship when balanced with the need to get our highest potential new teachers into classrooms quickly. This is a challenge in school districts across the country. In response, TNTP has developed TNTP Academy, a practical, skills-based training and certification program grounded in new teachers' day-to-day experiences. TNTP Academy has had impressive results in districts across the country and there is an incredible opportunity for KIPP Austin to bring this resource to our teachers.

TNTP Academy centers its training around field experience, focusing first on the most essential skills new teachers need to be immediately successful in the classroom. Once participants become full-time teachers, the program builds on that foundation with coaching and training in more advanced skills to help them rapidly develop from good to great. At every stage, preparation and support is grounded in real-time teacher performance data collected from classroom observations. This enables us to offer a curriculum that is both practical and personal, and content-specific seminars are customized to address participants' high-priority development needs. TNTP Academy is a state-approved Alternative Certification Program, as part of Texas Teaching Fellows.

To address the challenge facing KAPS, we will work with TNTP to implement a one-year teacher certification program to prepare bilingual and ESL teachers for its schools, and to create a pipeline of teachers to support network expansion in the coming years.

Without the funds from the Educator Excellence Innovation grant, KIPP Austin could not afford to work with TNTP to design an Academy model that will be a fit to the KIPP Austin context. We do believe that over time with consistent enrollment, this program will become self-sustaining, the tuition from participants covering the costs of instructors, seminars, etc. This is also an area where KIPP Austin is incredibly excited to eventually look beyond our walls for partnership opportunities with other central Texas schools and districts to foster effective teaching and improved student performance in Title 1 schools across Austin.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227820	Amendment # (for amendments only):

Statutory Requirement 2: <u>Required</u> - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Multiple Observations with KIPP Austin's Customized Teacher Observation/Evaluation Rubric
See Statutory Requirement 3 for a full description of our observation/evaluation rubric
Observation and feedback is a foundational part of KIPP Austin's culture and our teachers widely subscribe to the maxim used in our classrooms, "All of Us Will Learn" for themselves as well. Since implementing best-practice, data-driven instructional coaching cycles two years ago, KIPP Austin has taken critical strides to ensure that all teachers receive multiple observations throughout the year conducted by instructional leaders using a common observation rubric and that the goals for and data collected during those observations are shared transparently and in an action-oriented manner through regular pre- and post- observation meetings. All KIPP Austin schools use a common, comprehensive framework for teacher observation and feedback and all teacher observers participate in a monthly instructional leadership cohort meeting to support them in the use of this framework.

While we're excited about our work to date, our observation and coaching frameworks need improvement. We have limited training for our instructional coaches and are not normed on our observation rubric across the district. Additionally, we do not have tools to support our teachers and coaches once they identify growth areas on the rubric. Finally, we are sorely lacking a central system to store observation data so that it feeds into and supports teacher development plans and evaluations. The launch of a local educator excellence program through Educator Excellence Innovation Funds would dramatically strengthen and focus the foundation for comprehensive teacher development and evaluation that is already in place at KIPP Austin but that is in need of refinement and capacity.

Specifically we will:
- **Observation Tools:** Align KIPP Austin's Teacher Observation/Evaluation Framework to teacher and coach-friendly tools including a developmental arc that prioritizes teacher proficiency on rubric indicators over time, a video library where teachers and coaches can access clips of teachers (within and beyond KAPS) demonstrating proficiency on rubric indicators, and observation forms that make it easier for observers to capture low-inference data to support teacher development
- **Observers and Coaches:** Significantly improve training and support for instructional leaders (school principals, assistant principals, additional teacher managers, and all teacher coaches including mentor teachers) by revamping the monthly cohort meeting into a best-in-class instructional coaching training that improves the efficacy of teacher observations and pre- and post- observation meetings across the district
- **Observation Data:** Develop and implement a comprehensive teacher effectiveness data system where teachers and their coaches can go to capture/access teacher-specific data from classroom observations, student achievement goals, student surveys, 360 reviews (peer feedback), and formal evaluations, create continuous learning plans aligned to individual teacher's areas of strength and areas of growth, and select professional development opportunities matched to their individual needs
- **A Cohesive Framework:** Add a Director of Teacher Development and a Manager of Teacher Development to oversee the revision and creation of aligned teacher observation tools, create a process and framework for selecting and training teacher coaches, and ensure the quality of pre- and post-observation conversations district-wide

Continuous, growth-oriented observation and feedback is central to KIPP Austin's core strategy: Deliver high-quality coaching and professional development that targets each teacher's needs based on multiple measures of teacher effectiveness.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227820	Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Evaluation Rubric

Teacher effectiveness is assessed based on summative data from classroom observations using the KAPS Teacher Framework and addresses the following domains:

- **The Teaching Cycle:** Excellent teaching means planning and executing rigorous, engaging lessons that fit into a logical scope and sequence, as well as using student data to assess mastery of objectives and movement toward big goals for student achievement and growth.
- **Classroom Culture:** In an excellent classroom culture, the teacher focuses on countless tangible and intangible details in the space to create an environment where students are joyfully engaged, meaningfully on-task, and feel ownership for their individual and collective successes in college and in life.
- **Knowledge:** Teaching is an art and science. As the artists and scientists, we are responsible for building our understanding of child development, pedagogy, and content. We are responsible for knowing what we are teaching, how it fits in a PreK-16 continuum, and who we are teaching it to.
- **Self and Others:** Excellent teaching requires understanding of oneself, one's connection to others, and a growth mindset that allows the teacher to take ownership for the success of all KIPP students.

The framework consists of 60 behaviors, divided into seven competencies. Each behavior is rated on a 1-4 scale from "Does Not Meet Expectations" to "Exceeds Expectations."

Additional Evaluation Measures

Student growth goals are set by teachers in conjunction with their school principals at the start of the academic year. Included in every teacher's student growth goals are individual student achievement measures based on student growth using common norm reference or criterion reference assessments.

Formal Evaluation Process

KAPS teachers are evaluated each semester based on both components: classroom observation results and student achievement goals.

Teachers complete self-assessments each quarter and their managers (principals, assistant principals, and additional teacher managers) conduct formal evaluation reviews in January and in June. The reviews last approximately 60-90 minutes and are spaces for manager and teacher to discuss difference in assessments, offer praise and recognition, identify and reflect on co-determined areas of growth and set defined next steps within the teacher's continuous learning plan.

These evaluations also contribute to decisions regarding renewal of teaching offers for the following academic year and leadership opportunities for the strong performances on goals.

Educator Excellence Innovation Funds would allow KIPP Austin to dramatically improve the impact of teacher evaluations and evaluation meetings in three ways:

- Training and support for the instructional leaders conducting the observations that feed into the evaluations and conducting the evaluations themselves;
- Access to data regarding multiple evaluation measures for both teachers and their coaches to increase the specificity and focus of agreed upon action steps and give both parties the ability to track improvement in teacher effectives (and therefore student outcomes) over time;
- Develop student-teacher linkage systems to allow for the integration of student survey responses into teacher evaluations and coaching.

A rigorous evaluation process which provides teachers with a clear roadmap for continued professional growth and development is central to KIPP Austin's core strategy: Deliver high-quality coaching and professional development that targets each teacher's needs based on multiple measures of teacher effectiveness.

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Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Value of Collaboration

KIPP Austin deeply believes in the power of our Team and Family. In January, all staff came together to review our progress towards goals and reflect on the question, "How does being part of a team and family, a community, make us stronger when facing the obstacles ahead?" Almost universally, our team cited the support of their peers as the most important factor in achieving our ambitious goals for student learning. Each team at KIPP Austin echoes the belief of our Superintendent that "growth that is possible when we come together as a team and family to work on getting a better a little bit each and every day." This belief has led to a number of accommodations in recent years to both individual school and district calendars to maximize the time our teachers have for regular collaboration.

Regular School-Week Collaboration Opportunities

All KIPP Austin schools have early-release Wednesdays, during which teachers come together for shared professional development.

Additionally, we have organized our school-year calendar to create sacred Content Team Days each semester and Data Days each quarter, giving all district teachers who teach the same grade and subject the opportunity to collaboratively review progress toward college readiness on quarterly interim assessments aligned with STAAR and EOC exams and identify specific supports to meet the acceleration of student progress and improvement of their own instructional practice.

Additional Collaboration Opportunities

Finally, our teachers also seek to collaborate with teachers from outside of our community, by attending a variety of weekend-long community retreats (such as Math, ELA, Special Needs). These retreats, hosted by KIPP schools across the country, provide attendees an opportunity to learn from and collaborate with other teachers and leaders throughout the network. In addition, teachers are able to observe at the local KIPP schools, work side by side with fellow KIPP teachers on their long term plans/lesson plans, and attend workshops presented by outstanding outside education professionals.

KIPP Austin will increase and improve regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies, in the following ways:

- Support school leadership teams to develop the scope and sequence for their regular early-release Wednesday professional development time to integrate time for ongoing collaboration opportunities;
- Develop the leadership and facilitation skills of Grade Level Chairs at each school to improve the quality and impact of regular Grade Level Team Meetings;
- Build upon existing collaborative structures of quarterly Content Team Days and Data Days that bring together groups of teachers from like content areas and like grade levels throughout the district to analyze Interim Assessment data and revise quarterly curriculum plans to drive student achievement;
- Fund support for our Course Leaders and Curriculum Team to differentiate and improve Content Team Days and Data Days (simultaneously providing career pathway opportunities for our most successful teachers interested in curriculum design and teacher coaching opportunities);
- Fund participation for more KAPS teachers in the high-quality content retreats facilitated by the KIPP Foundation.

The opportunity to increase and improve our regular collaboration opportunities is central to all of our core strategies:

- Provide intensive support for new (in their first and second years) teachers;
- Deliver high-quality coaching and professional development that targets each teacher's needs based on multiple measures of teacher effectiveness;
- Structure strategic compensation, recognition, and rewards to sustain and support teachers as they grow and master their profession.

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We know from talking to our strongest, most experienced teachers that peer-learning is an essential opportunity for teachers throughout the entire timeline of their career providing equal impact to new teachers looking for great models to well-tenured teachers excited about deepening their practice through collaborating with master teachers in other contexts. While our teachers share with us their excitement about the few opportunities we have provided ""I have experienced the most growth as a teacher when I have gone to conferences for my subject--I usually come back excited and put those changes in place," they also wish for more, especially on the local level, "I wish we had more time to collaborate with each other, and to help each other with the action items."

Without the Educator Excellence Innovation Fund, KIPP Austin will continue to miss the opportunity afforded by the structural framework already in place to maximize the impact of regular shared collaboration time. Currently, early-release Wednesday time is not fully integrated into the overall year-long teacher development plan and filled with high-quality facilitated opportunities for teachers to collaborate and improve. Currently, the success of Content Team Days and Data Days relies on work by a small cohort of teacher Course Leaders and a curriculum team of three full-time and one part-time individuals to gather and support the collaboration of almost 300 teachers.

Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Plan, provide and/or facilitate professional development activities and opportunities
Each teacher deserves to have access to high-quality development targeted to the skills they need to improve. As a key facet of our local educator excellence program, KIPP Austin will ensure that teacher supports and development programs are aligned to instructional priorities, including the evaluation rubric, and are targeted to meet each teacher's individual needs.

Specifically we will:

- Integrate our professional development structure with our evaluation and performance management system;
- Create a plan for using teacher evaluation data, such as classroom observation data, student growth data, teacher self-assessment data, and student feedback, to determine strengths and improvement areas for the KAPS teaching force in aggregate as well as for different groups of teachers;
- Map professional learning needs to professional development offerings, and identify gaps;
- Adjust our teacher support model to ensure there are professional development offerings for each area identified through the gap analysis;
- Identify best in class professional development opportunities to support teachers as well as high-quality external professional development opportunities.

... [that are] tied to observation and formal evaluation results as well as both formal and informal student assessment data
. The data collected through evaluations and observations must be the basis for supporting teachers in reaching their potential. The Educator Excellence Innovation Funds will allow KIPP Austin to partner with leaders in the fields of evaluation design, as well as educational technology to ensure that development activities are aligned to instructional development and student achievement priorities and that teachers and their coaches have access to the data they need to drive growth.

With the support of a proven contracted organization, KIPP Austin endeavors to combine our many data collection processes and systems into a comprehensive teacher effectiveness platform. This work will include a review of KAPS' current technology and data systems to ensure critical evaluation data can be collected and reported in the short term (over the next two years), and the design of a long-term technology plan.

Specifically, in partnership, KIPP Austin will:
- Identify key data points to be collected and reported, and review current technology and data collection systems to create a gap analysis;
- Identify or develop a short-term tactical data-entry solution to capture the key data points from the improved evaluation model and report out the associated data;
- Assess technology needs and develop a list of functionality and selection criteria needed to meet the district's short and long-term needs, which can be used with vendors, including in an RFP; and
- Select a developer to create our platform.

Both initiatives are central to our core strategy: to deliver high-quality coaching and professional development that targets each teacher's needs based on multiple measures of teacher effectiveness. Without accessible teacher effectiveness data we cannot provide professional development activities and opportunities that are closely tied to observation and formal evaluation results as well as both formal and informal student assessment data. This is the level of targeted professional development we know our teachers need to get results for kids and crave to find satisfaction in their lifelong career. The Educator Excellence Innovation Program funds will have a significant impact on teacher effectiveness, teacher retention, and student achievement by supporting these efforts to align our teacher development efforts with our students' needs.

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Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Current Model
Currently at KIPP Austin, our compensation of teachers rests on the traditional "step" model -- setting teachers' salaries on a specific step based on years of teaching experience and increasing a step for each additional year in the classroom. While some small strategic compensation efforts have been implemented such as salary additions for certifications, in order to truly impact educator effectiveness and retention through a strategic compensation program, we desire to design and launch a Teacher Career Pathway program.

Research shows – and it is clear at KIPP Austin – that the effectiveness of the classroom teacher is the single most important factor supporting student achievement. Therefore, in order to meet our mission of equal educational opportunity for all of our children, KIPP Austin believes every student must have a highly effective teacher. Our Teacher Career Pathway will focus on this singularly key lever in student achievement by supporting the development and retention of our most impactful teachers.

Strategic Compensation Aligned to Student Achievement and Teacher Growth
The Teacher Career Pathway will increase student achievement, teacher development and teacher retention by:
- **Celebrating excellence** in the teaching profession through recognition and reward;
- Investing in the **on-going support and development** of teachers at all stages of their careers;
- **Setting clear standards for instructional excellence** and providing frequent training and feedback to help teachers learn and grow;
- Developing **schools with strong teams** of teachers working together for student success

Teaching is an incredibly important and challenging profession. With hard work, commitment, and support from their team, KIPP Austin teachers will continue to grow throughout their careers. The Teacher Career Pathway design will recognize and develop great teachers as they progress through multiple career stages. These stages articulate a career progression towards excellence and celebrate those highly accomplished teachers; the stages will be accompanied by increased compensation, recognition and differentiated professional growth opportunities.

KIPP Austin will partner with a proven leader in the field to design, model and launch a career pathways and compensation program.

Specifically we will:
- Develop a multi-year project plan to guide the work;
- Develop a set of guiding design principles consistent with overall system goals (e.g., attraction, retention, reach of top teachers) as well as goals for individual schools and school leaders;
- Come to understand the "voice of the teacher" by examining what benefits (monetary and non-monetary) are most desirable for attracting and retaining high performers;
- Articulate a clear framework for career progression opportunities and design roles that increase the impact of highly effective teachers
- Implement phase one of our multi-year plan, including a pilot year for individual elements of the evaluation and placement model, and a placement year during which KAPS teachers are placed on the pathway.

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Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Recruitment and Hiring Overview
KIPP Austin seeks the best teachers for our students to ensure they are on a path to and through college. We typically receive over 1,500 applications a year for approximately 150 positions. Recruitment season typically begins in October for the following school year and the work is shared between our central office team of two full-time recruiters and the leadership at each of our nine schools. Unfortunately, KIPP Austin struggles to find enough high-quality teachers and high-potential new teachers to meet the needs of our schools and students. Hiring runs throughout the year often right up until teacher induction and a majority of our principals communicate concerns about the quality of the applicants they receive especially for our hardest-to-fill roles such as bilingual Elementary Lead Teacher, middle school ELA teachers, and bilingual Special Education teachers. Additionally, we are not yet able to utilize data collected during candidate selection processes to understand what competencies best predict strong student achievement results over time.

Selecting Quality Applicants
KIPP Austin's application process is designed to help us learn as much information as possible about each candidate, while also allowing candidates to gain insight into our organization's values and unique approach. To that end, we customize our process depending on factors that include, but are not limited to, previous professional experience, position to which each candidate has applied, candidates' geographic location, timeframe of application, and principal discretion. For most teaching candidates, this process involves the following stages:

Stage 1: Application review and initial scoring based on a small set of factors including years of experience, years of experience working with low-income students, quality of teacher preparation program completed.
Stage 2: Initial interview (phone or in-person) and/or an additional essay.
Stage 3: Formal interview and sample lesson process – each candidate teaches one to two sample lessons on a KIPP campus and receives same-day feedback from a KIPP instructional leader.
Stage 4: Reference checks with at least two individuals highly familiar with candidate's instructional skills.

If awarded this grant, KIPP Austin will add capacity to our Talent Team. This investment will allow us to:
- Expand our recruitment and sourcing efforts to better attract more qualified candidates interested in opportunities with KIPP Austin
- Move the work of initial interviews off of principals' plates and onto the Talent Team to allow principals to focus on the stages of the process proven to best identify high-potential teachers - sample lessons, and reference checks
- Adopt early hiring practices such as incentives for "early bird" applicants and flexibility for international candidates

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Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, Instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

KIPP Austin's local educator excellence plan will not only focus on recognizing and rewarding incredible impact within the classroom but also shaping the path for successful classroom teachers to expand their impact beyond the classroom. KIPP Austin's local educator excellence program will include multiple opportunities for teachers to develop and practice new skills linked with career opportunities including:

- **Participation in KIPP Austin's Emerging Leaders program.** Currently, due to capacity, only teachers slated to be managers in the upcoming school year are able to participate in this semester-long course designed to teach fundamental management skills such as effective coaching conversations, giving feedback, and identifying and addressing performance issues. The addition of a Director of Teacher Development and Manager of Talent Development will allow for the expansion of this popular course to more teachers interested in campus leadership roles.
- **Participation In KIPP Austin's Course Leader program.** Currently, due to budget and capacity restraints, KIPP Austin is able to provide a small amount of teachers with the opportunity to gain deep experience in curriculum leadership by serving as a Course Leader which includes leading the revision or creation of curriculum planning guides for a core content area, serving as a model classroom for a team of peers implementing the same curriculum, and leading course-specific curriculum training sessions for cohorts of peers. Educator Excellence Innovation funds will allow KAPS to expand this opportunity for targeted professional development that benefits not only the Course Leader but all teachers within that content area. For their leadership, Course Leaders will have the opportunity to earn a $3,000 stipend each year.
- **Development of Induction and Professional Development Cohort Leader program.** KAPS currently employs an impressive team of educators many of whom carry significant expertise in their content area or in specific fields (e.g. supporting ELLs in the classroom). Under the direction of the new Director of Teacher Development, teachers interested in pursuing career opportunities in teacher professional development and instructional coaching will have the opportunity to coach teachers during new teacher induction practice sessions and lead PD for their school teams (or a district-wide cohort such as new teachers) and receive development and coaching as well as a stipend to help them improve their adult facilitation skills. For their leadership, Induction and Professional Development Cohort Leaders will have the opportunity to earn a $2,000 stipend each year.

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227820	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not Applicable.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable.

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds.   Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KIPP Austin is incredibly proud of the results we have achieved thus far to support the achievement of students from economically disadvantaged communities. As a district, we have demonstrated a fierce focus on results and constantly seek entrepreneurial solutions to education's toughest challenges. Yet at this critical stage in our growth we lack the talent capacity, the expertise, and the funds to implement the core strategies we know will lead to incredible student gains and a powerful positive impact on the teaching profession in Texas schools.

Talent Capacity
Our needs self-assessment conducted as part of our annual planning process revealed that we simply do not have the talent capacity to carry out the core strategies of our educator excellence plan. Currently, KIPP Austin employs two full-time recruitment team members serving nine growing schools seeking over 100 new educators per year. We are not able to find the talent capacity within our central office to oversee and transform our district-wide administration of a strategic compensation, career pathways, and professional development plan including the training of our instructional leaders. Instead, this work is done by a collaborative group of school leaders and curriculum coordinators (3.5 FTE) who are already working 70+ hours a week to fulfill the needs of their main roles. Finally, teachers and their coaches are responsible for finding and manually analyzing their performance data – a task that is both time-consuming and does not take advantage of a key opportunity for enhanced efficiency. Though we have found innovative ways to engage many resources, including our highest performing teachers, the additional load is taking an extreme toll on our hard-working staff. Without the addition of a Director of Teacher Development, a Manager of Teacher Development, two Recruitment Specialists, and a Teacher Effectiveness Data Analyst over the next two years, we will not be able to adequately recruit, support and develop our growing teacher population.

Expertise
Additionally, KIPP Austin's needs self-assessment raised the challenge of expertise. As with many new and entrepreneurial initiatives such as a Teacher Career Pathway and an innovative approach to new teacher induction and mentoring, no clear road map exists that teaches us exactly how to implement and get aggressive results. KIPP Austin needs the capacity to rely on external sources for expertise to help us learn from other successful initiatives across the country and to get further faster in the implementation of those initiatives in our context.

Funds
Finally, KIPP Austin's needs self-assessment identifies constraints in funds as a key challenge in our ability to implement the core strategies of our local education innovation plan. Funds to support our talent capacity (for both additional support staff and opportunities for current staff to take on new, expanded responsibilities) and expertise through external resources are just not a reality in our current stages of growth. Without the Educator Excellence Innovation Fund to launch the initial work, to fund the research and design stages needed, and to escalate the speed at which we can work, these core strategies will not be able to be implemented for years to come if at all.

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TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence Innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Quarter 4 – FY14 (Apr 2014-July 2014)	• Engage consultant to design and project manage the launch of TCP • Engage educational technology consultant for teacher evaluation platform • Identify and train pilot cohort of new teacher induction coaches and year-long mentors • Hire two Recruitment Specialists • Finalize KAPS 2020 Strategic Plan and ensure alignment with educator excellence plan • Implement Insight Index
Quarter 1 – FY15 (Aug 2014-Oct 2014)	• Introduce pilot elements of the Teacher Career Pathways program to affected stakeholders (e.g. student surveys, redefined student achievement measures) • Pilot elements of revised induction program with small cohort of new teachers • Pilot new teacher mentoring program with a small cohort of new teachers and mentors • Launch revised Instructional Leader Cohort training • Revise teacher sourcing and recruitment strategies and process workflow to increase efficiency
Quarter 2 – FY15 (Nov 2014-Dec 2014)	• Evaluate strengths and weaknesses of new teacher induction and mentoring pilots and integrate into planning for summer 2015 full implementation • Begin recruitment for 2015-2016 KAPS Teacher Certification Program/TNTP Academy
Quarter 3 – FY 15 (Jan 2015 – Mar 2015)	• Complete and report on findings of technology needs assessment process • Evaluate strengths and weaknesses of Instructional Leader Cohort Training and integrate into planning for school-year 2015-2016 improvements • Complete gap analysis of teacher PD needs and apply to 2016-2017 planning • Assess early effectiveness of recruitment and sourcing efforts and make adjustments • Complete mid-year formal evaluations of all KAPS staff • Implement Insight Index
Quarter 4 – FY15 (Apr 2015-July 2015)	• Roll out fully designed Teacher Career Pathways program to KAPS community • Hire Teacher Effectiveness Data Analyst • Launch KIPP Austin Teacher Certification/TNTP Academy • Train new cohort of 2015-2016 new teacher induction coaches, mentors, and coaches • Fully implement new teacher induction program • Hire Director of Teacher Development and Manager of Teacher Development • Complete annual Comprehensive Needs Assessment, Campus Improvement Plans, and District Improvement Plan according to NCLB guidelines and our Annual Priority-setting process and ensure continued alignment of strategic themes with educator excellence plan • Implement Insight Index
Quarter 1 – FY16 (Aug 2015-Oct 2015)	• Complete formal end-of-year evaluations for all KAPS staff • Launch full implementation of mentor teacher program • Launch revised year-long professional development plan aligned to teacher evaluation results • Begin recruitment for 2016-2017 KAPS Teacher Certification Program/TNTP Academy
Quarter 2 – FY16 (Nov-Dec 2015)	• Assess effectiveness of teacher recruitment and sourcing efforts based on April and June Deadline results and make adjustments
Quarter 3 – FY 16 (Jan 2016 – Mar 2016)	• Evaluate 2015-2016 implementations and integrate into planning for 2016-2017 improvements • Complete mid-year formal evaluations of all KAPS staff • Implement Insight Index
Quarter 4 – FY16 (April 2016-Aug 2016)	• New, strategic compensation for teachers based on placement year data begins • Complete the overall design of comprehensive teacher evaluation data system • Complete formal end-of-year evaluations for all KAPS staff • Implement Insight Index

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 227820	Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Leadership Team and School Principals	The general parameters of our plan – include our core strategies – were developed in close collaboration with our Leadership Team including all nine of our school principals. In our January Leadership Team Meeting, 100% of School Principals and central office Directors approved talent as a strategic priority for our district in the coming years. As a whole, school principals have worked to pilot small elements of many of our core strategies at their school and are feeling momentum building though raise the concern that they don't have the capacity to do more.
Teachers	In our regular processes of seeking teacher input into district-wide and school-specific initiatives teachers have focused their feedback on several key themes: • Being a new teacher is incredibly challenging, what if I can't make it to a second year? • My coach plays a crucial role in my development, but she/he does not always have time to help me as much as I need • As I grow in my career, I want more opportunities to diversify my responsibilities and gain new skills These themes have led to early forays into many of the initiatives included in our local educator excellence innovation plan including the revision of our observation rubric; the school-specific development of "focus competencies" for new teachers; the introduction of a Continuous Learning Plan, where teachers work with their coaches to set quarterly development goals; and informal teacher working groups convened to investigate Teacher Career Pathway models. Each of these initiatives have been immensely popular with our teachers and we are beginning to see them as factors teachers attribute to having a long term career at KIPP Austin. When asked on a quarterly basis "Do you believe you could have a long-term career at KIPP Austin?" teachers are commenting "Depends on our progress with a Teacher Career Pathway program" or "I would like to develop professionally to take my career to the next level". The need is clear as is our teachers' hunger for tangible programs that will support their development and ultimately help them to get outstanding results for students.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All nine existing campuses in the district will participate in the Educator Excellence Innovation Program and the program will be extended to our tenth school when it opens in 2016-2017.

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